DOCUMENT RESUME

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ABSTRACT

The Right to Read Needs Assessment Package (NAP) is designed to assist individual schools in evaluating their current reading program, personnel, and achievement in a relatively short period of time as a prelude to planning a more effective approach to reading instruction. The contents include instructions and suggested forms for the collection of data in the areas of student performance, reading program, resources, and decision making. The required data are generally available in school records or could be gathered from individual interviews with school staff or students. The data are to be recorded in the Needs Assessment Summary Chart, Step 2, of the Right to Read Program Planning Procedure. The information is organized in the order in which it is to be recorded in the Needs Assessment Summary Chart. The chart can be used to record data for an individual school or for a school district if pooling of data is necessary. Appendixes include test evaluation, definition of terms, a scale to measure attitudes toward reading, basic approaches, and library or media staff materials, equipment, and expenditures. A "Program Planning Procedure" supplement is also included. (WR)

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NEEDS ASSESSMENT PACKAGE
for
RIGHT TO READ SCHOOL-BASED CENTERS

ED 090492

INTRODUCTION

The Right to Read Needs Assessment Package (NAP) is designed to assist individual schools to evaluate their current reading program, personnel, and achievement in a relatively short period of time, as a prelude to planning a more effective approach to reading instruction.

The form and content of the NAP were suggested by U.S. Office of Education research reports, including "Information Needs Relating to Reading Achievement Improvement" (Scientific Educational Systems, Inc., Oct., 1971) and "The Information Base for Reading" (Reginald Corder, Educational Testing Service, Berkeley, California, 1971). From these sources, as well as from contacts with school and reading specialists, several basic assumptions about needs assessment have emerged:

1) School personnel have at their disposal a significant amount of data on reading achievement and attitudes.

2) The only data to be incorporated into the NAP should be that which can substantially and realistically aid the school in making necessary decisions during initial/early involvement with the Right to Read Program.

3) Needs assessment, in the sense in which it is used by Right to Read, requires consideration of an array of context variables (teachers, materials, attitudes, non-school resources) in relation to some desired (though not immediately stated) goal. Thus, data are called for which will be used later to determine the objectives of the reading program in this school as well as the resources required to reach those objectives.

4) The majority of decisions the school must make at the beginning of the Right to Read Program probably will not require information from the diagnostic profiles of individual students. Rather, information concerning group performance in a number of gross sub-areas of reading is required. However, actual implementation of a reading program does require diagnosis of each individual student's particular reading situation. A general description and evaluation of 7 reading tests schools are encouraged to use are included in Appendix I. These tests have been selected because all will be included in the Anchor Test which will eventually provide for comparability among these reading tests.

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On the following pages, instructions and suggested forms are provided for the collection of data in several areas. The required data is generally available in school records or could be gathered from individual interviews with school staff or students.

These data are to be recorded in the Needs Assessment Summary Chart, Step 2, of the Right to Read Program Planning Procedure. The chart can be used to record data for an individual school or for a school district where pooling data may be necessary. The chart can also be duplicated if necessary.

Definitions of terms used will be found in Appendix II.

The following information is organized in the order in which it is to be recorded in the Needs Assessment Summary Chart.

I. STUDENT PERFORMANCE

Central to needs assessment and planning for a reading program is, of course, the individual student who is experiencing reading difficulties. The importance of this individual student and his needs must be reflected in the program's continuing emphasis on a diagnostic-prescriptive approach to the teaching of reading. However, at the initial planning stage, the planning task force on the local level must acquire a broad view of:

1) the specific areas in which student performance seems to be most in need of improvements;

2) the patterns of reading difficulties within and between grades or sections in the school;

3) other influencing factors such as bilingualism or bidialectalism among the students in the school.

This section of the NAP will ask for data which will provide an overview of student needs – how students read (cognitive factors) and whether they want to read (affective factors)

POSSIBLE SOURCES OF DATA

Data to be used in the needs assessment may be gathered from one or more of the following sources:

- Information on reading comprehension, word recognition, and other achievement data may be gathered from currently existing student files. Where current data are not available on a given group of students, data gathered during the previous school year may be substituted. However, data should be no more than one year old.

- Data on student interest and attitudes toward school and toward reading may already be available, or may be acquired through evaluative instruments (such as interviews, questionnaires, and rating scales).

Several general areas of assessment are suggested (reading comprehension, word recognition, verbal expression, interest/attitudes, and mathematics). However, other areas may be added if the planning task force, the principal, or other reading personnel feel they are necessary.

DATA COLLECTION

Student Achievement

The following format is suggested for collecting reading and other subject achievement data:

Grade/Section*_____

Subject or Area	Evaluation Instrument Used	Date	Class Range	Class Average	Norm**	Distance of Class Average from Norm

** The norm chosen for the purposes of this NAP will be peculiar to the particular test used. The norm should be stated for each evaluation instrument used.

Once the required data have been collected, they will be displayed as a part of the Program Planning Procedure (specifically, in the Needs Assessment Summary Chart). For each grade/section, the distance of the class average from the test norm should be entered in the Needs Assessment Summary Chart under the appropriate grade level. If the norm for "word comprehension" for the third grade is 3.1, and a third grade class in the school averages 2.2, then the number entered in the Needs Assessment Summary Chart for word comprehension in the third grade would be -0.9. Where more than one test of a given skill has been administered, all available scores should be entered. An example of an entry in the Needs Assessment Summary Chart under "Student Performance" is given below.

NEEDS ASSESSMENT SUMMARY – Student Performance

Grade/Section

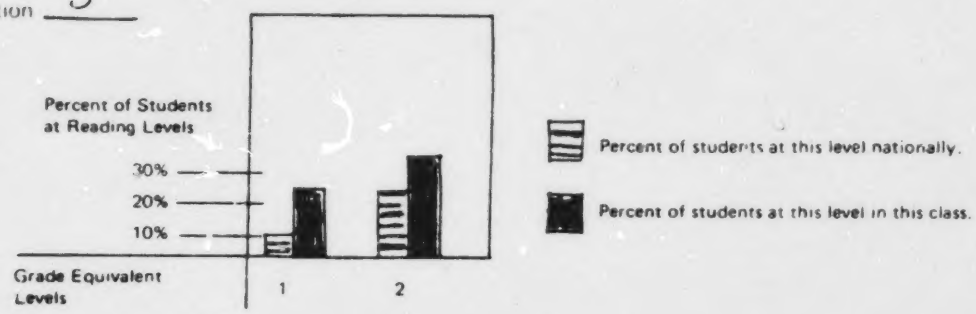
	1	2	3
Word Comprehension	+0.3	−0.4	−0.9

*Whenever Grade/Section appears, it means Grade and/or Section.

In addition, data may be displayed in the following format to make achievement patterns within a class more evident. This display will not be a part of the Needs Assessment Summary, but it may be helpful in visualizing reading patterns within a grade or section.

READING PATTERN DISPLAY

Grade/Section 3



In this example, over 20% of the third grade students read at the first grade level, while nationally only 10% of third graders read at that level.

Student Attitudes

Data on attitudes toward reading may be collected and displayed in a number of different ways:

- If standardized tests of attitudes or interests have been administered, data may be collected and displayed exactly as indicated under Student Achievement Data with reference to chosen norms.
- If no data are readily available, the school personnel may wish to use commercial instruments designed to measure attitudes toward school and reading. These data can then be displayed as suggested above.
- If no data are available, and commercially available evaluation instruments are not used, evaluation and display may be accomplished through non-commercial attitude measures (such as that contained in Appendix III) or through locally developed instruments based on teacher/student interviews. The following format for rating is a possibility:

-2	-1	0	+1	+2
Students actively resist both reading classes and reading activities		Neutral		Students show marked interest in reading classes and activities

-2	-1	0	+1	+2
Students do not read when given free reading time		Neutral		Students read eagerly when given free reading time

Other reading-related items can be handled in a similar manner. When a format such as that described above is used, results should be displayed as average distance from the neutral point (0) for each grade/section. Thus, if four items are used and class averages are -2, -1, 0, and -1, the number entered in the Needs Assessment Summary would be -1.

II. READING PROGRAM

Data on each grade/section's current reading approach, techniques, evaluation, etc., are necessary to a comprehensive assessment of school-wide reading needs. This current program will provide both baseline data and valuable resources for planning a new reading program.

The current reading approach used by each grade/section may be best described by either the classroom teacher responsible for reading in each class, or by the overall reading supervisor for the teachers involved.

Data items and display formats follow.

PROGRAM LOCATION

Reading instruction is typically provided in one or more of three basic ways: as a separate subject, as part of regular subject-matter classes, or provided outside the classroom by special reading teachers or programs.

Please indicate for each grade/section within the school whether:

A. Reading is taught as a separate subject.

B. Reading is taught indirectly through other subject-matter courses.

C. Special assistance is provided outside the classroom for students in special need of reading help.

Where reading is taught to a class in more than one of these ways, this fact should be noted in the Needs Assessment Summary.

NEEDS ASSESSMENT SUMMARY – Program Location

	Grade/Section		
	1	2	3
Program Location	A, C	A, C	B, C

PERCENT OF STUDENTS SERVED BY READING PROGRAM

Indicate for each grade/section the percentage of students served by the reading program. In some cases, the entire class is provided with reading instruction either inside or outside the classroom, while in others only a percentage of students receive specific reading instruction through special classes, labs, clinics, etc. In these latter cases, the estimated percentage of the entire class served should be indicated. The Needs Assessment Summary would display these data as in the example below:

NEEDS ASSESSMENT SUMMARY–Percent of Students Served

	Grade/Section			
	1	2	3	
Percent Served	100%	100%	100% / 20%	

TEACHER/STUDENT ORGANIZATION

Please indicate for each grade/section the person(s) responsible for reading instruction.

A. Single teacher–multi-subjects

B. Reading specialist (responsible for more than one class)

C. Team of teachers

D. Students doing cross-age teaching

E. Tutor-specialist

F. Tutor-aide

G. Other (specify) _____

Where more than one of the above categories is applicable, an estimate of the percentage of the reading program in that grade/section provided by each individual should be indicated.

TIME SPENT IN PROGRAM

Indicate for each grade/section the time a pupil in the reading program typically spends in the program each week. Where some students receive reading instruction both in class and outside the classroom, indicate the amount of time per week all students spend in the reading program and the amount of time the smaller number spend in special reading instruction.

NEEDS ASSESSMENT SUMMARY – Time Spent in Program

Grade/Section

	1	2	3	
Time Spent in Program	12 hrs.	10 hrs.	10 hrs. / 4 hrs.	

BASIC APPROACH

The basic approaches to reading instruction in the classroom may be divided into ten general categories. The following list of categories was developed for the "Information Base on Reading" (Corder, 1971) and was based on categories used by Jean Chall in Learning To Read: The Great Debate (1967) and on methods described in the most widely quoted textbooks and professional books. Materials characteristic of each category are listed in Appendix IV.

A. Meaning Emphasis

B. Code Emphasis

C. Linguistics

D. Modified Alphabet

E. Responsive Environment

F. Programmed Learning

G. Individualized Reading

H. Language Experience

I. Eclectic or Author's Own

J. Other (specify) _____

It must be noted, however, that the approach or method of reading instruction within any classroom may change a number of times in a school year, week, or even day. Thus, the approaches used in a given classroom should be listed according to their frequency of use (i. e. , the most frequently used approach should be listed first). Examples for the Needs Assessment Summary Chart are given below.

NEEDS ASSESSMENT SUMMARY Basic Approach

Grade/Section

	1	2	3	
Basic Approach	A, C, G	B, H, I	C, F	

TECHNIQUES

Indicate for each grade/section the types and relative importance in a typical reading session of the following techniques for reading instruction. Relative importance may be indicated by place in the list (i. e. , the techniques used most frequently would be listed first). Definitions of terms used in this section are found in Appendix II.

A. Machine-Based Instruction

B. Other Programmed Instruction

C. Gaming/Simulation

D. Instructional TV

E. Interactive Media

F. Intensive Involvement

G. Discussion Groups

H. Demonstration--Performance

I. Lecture

J. Contracts

K. Use of Supplementary Materials

L. Other (specify) _____

For the purposes of the Needs Assessment Summary, the following display format should be used:

NEEDS ASSESSMENT SUMMARY–Techniques

Grade/Section

	1	2	
Techniques	H, K, B	H, D, C J	

STUDENT GROUPING

Indicate for each grade/section the student organization scheme used in teaching reading. Where more than one grouping is used, indicate the estimated percentage of time each grouping scheme is used in a typical reading session.

A. Individualized reading instruction

B. Small groups (5 or less students)

C. Large groups (6 or more students)

D. Total Class

The Needs Assessment Summary Chart will display this information as follows:

NEEDS ASSESSMENT SUMMARY–Student Grouping

Grade/Section

	1	2	
Student Grouping	C (40%) B (60%)	C (40%) C (50%)	

EVALUATION

Each of the following eight items is considered an important element of an effective evaluation system within the classroom. Each grade/section should be rated according to these items, with "yes" answers getting a score of "1" and "no" answers being considered to have a "0" value.

____1. Diagnostic reading tests are used with most or all students to determine individual reading needs.

____2. The teacher has formulated or selected specific objectives for each student.

____3. The teacher has developed or identified an instrument for measuring attitudes toward reading.

____4. Performance of students is measured in terms of objectives set for each individually.

____5. Visible records are kept of class performance.

____6. Records for each individual's performance are kept.

____7. Students are kept informed of their progress.

____8. Students are involved in self-evaluation.

For the purposes of the Needs Assessment Summary, the total evaluation score for the grade/section should be entered as indicated below:

NEEDS ASSESSMENT SUMMARY—Evaluation

Grade/Section

	1	2	
Evaluation	5.9	7.8	

FLEXIBILITY OF PROGRAM

Flexibility of a program is a function of a number of factors ranging from district curriculum guides and their use to the turnover of reading materials. The following questions, all related in some way to flexibility, may be helpful in rating the flexibility of the reading program in each grade/section. For purposes of display, however, only the date when the current reading program for each grade/section began will be needed.

1. Once adopted, reading materials for this grade/section must be used for _____ years.

2. The present materials have been used for _____ years.

3. The teacher may choose to use own (self-made) or other text materials rather than those the school provides. _____Yes _____ No

4. The teacher must follow pre-set curriculum guides provided by the school, district, or state.
   ___Yes ____ No

5. The teacher must reach specific checkpoints (such as pages, books etc.) by a specific time.
   ____Yes ____ No

6. Prescribed curriculum guide(s) was changed most recently in _____.

7. How often has the teacher changed the instructional format of the reading program and/or the reading program and/or the reading materials within the last five years?
   (Circle one) 0 1 2 3 4 5

8. Enter the starting date for the reading program(s) which currently exists for this grade/section: _____

III. RESOURCES

The resources available to a school for the purposes of its reading program may range from parental support to funds available for the inservice training of teachers. The resource areas referred to in the following pages are suggested as particularly relevant to the assessment and planning of a reading program. The weaknesses and strengths (or, rather, the potential and actual contributions of each support area) must be assessed if the reading program and personnel are to be most effectively redirected.

For the purposes of the NAP, only currently used resources should be noted. However, it is expected that the Unit Task Force will also be able to use these data and displays for planning future use of personnel and financial resources.

Data on these resources should be available from school records, from interviews, or through the use of suggested personnel assessment forms.

PRESENT AVAILABILITY AND SKILLS OF TEACHERS OF READING

Availability: Each classroom may have one or a number of teachers of reading available to it. For each grade/section, the following data should be collected:

- The total number of teachers of reading available to a class.
- The total hours of teaching time per week available to a class from these teachers of reading. (For example, a class which has three different teachers of reading available to it, each giving four hours of instruction a week, has 12 hours of teaching time available to it.)

Skills: Each teacher of reading should determine his/her own needs for additional skills in reading instruction. The form included in this package (Reading Teacher Skill Assessment Form) is suggested for determining the current skills and training needs of the school's teachers of reading.

This form should also be filled out by each teacher's supervisor and one final list of skill needs determined between the teacher and the supervisor. It should be emphasized that this form should not be used in any punitive way whatsoever. Its intention is solely to determine training needs among staff members in the reading program.

The final display will be in terms only of available teachers and total instructional hours. Thus, if in the first grade there are 12 hours of reading instruction per week from two teachers, the display would contain the following entries:

READING TEACHER SKILL ASSESSMENT FORM

	Area in which teacher is relatively confident and needs no further training	Area in which teacher needs additional training	Comments
A. Motivating Student • Creating and maintaining children's interest in reading. • Integrating reading into both school-oriented and non-school activities of children.			
B. Diagnosing Reading Problems • Determining the need for reading assistance of individual students. • Selection of evaluative instruments to determine individual problem areas.			
C. Prescribing for and Implementing Solutions to Reading Problems • Knowledge of available alternative approaches. • Knowledge of available information sources and materials. • Ability to choose appropriate materials/approaches for a given reading problem. • Ability to teach the skills determined to be necessary for the individual student. • Knowledge of evaluative instruments to test the accomplishment of individual objectives.			

Grade/Section

	1	2
Number of Teachers/Hours Available	2/12 hrs.	3/10 hrs.

Information on skills will be used during the planning sequence to determine personnel requirements and staff development activities.

ADDITIONAL READING PERSONNEL AVAILABLE

Indicate for each grade/section the number of personnel able to provide reading-related services within the classroom. These may be teacher aides, trained volunteers, or other personnel actually based in the school classroom or working under the direction of the reading program teacher.

The contribution of each of these reading-related personnel should be considered so that training programs can be designed appropriately. The following format for the assessment of reading instruction-related skills among additional personnel is suggested:

READING-RELATED PERSONNEL SKILL ASSESSMENT

	A Highly motivates students, creative, innovative.	B No special skills in motivating students.
I Highly skilled in reading instruction.		
II Has some skills in reading instruction.		
III Has no or minimal skills in reading instruction.		

For the purposes of the Needs Assessment Summary Chart, enter only the number of personnel who are not regular teachers of reading but who provide support services to the program. In addition, indicate the total number of hours of reading assistance available each week from these support personnel. (For example, two aides providing three hours of tutoring a week in reading would be entered as follows:)

NEEDS ASSESSMENT SUMMARY—Additional Reading Personnel

Grade/Section

	1	2	
Additional Reading Personnel	2/6 hrs	3/8 hrs	

TOTAL READING PERSONNEL

A total school display of reading and reading-related or support personnel and their skills could take the following form:

	Position	Grade	Time devoted to reading instruction	Skills
Teachers of Reading Ms. Jones	Reading Specialist	1st	10hrs/week	A, C
Reading-Related Personnel Ms. Smith	Aide	2nd	5hrs/Week	III-A

In this example, Ms. Jones, reading specialist for grade 1, needs additional work with diagnosing reading problems, while Ms. Smith, teacher's aide for grade 2, is able to motivate students, but needs skills in reading instruction.

This summary format, listing all teachers and support personnel along with their skills, can be used in planning staff development activities and additional personnel requirements.

NON-CLASSROOM PERSONNEL AVAILABLE FOR READING SUPPORT

School personnel who are available to assist in a reading program, but who may not be involved directly in classroom activities, should be identified along with the services they provide. Such services may include providing diagnostic services, tutoring, directing program activities outside the classroom, planning field trips, keeping records, organizing inservice training programs, etc.

Inventory I, at the end of this section, is suggested for the collection and display of this data. The Needs Assessment Summary Chart should contain only the total in the third column: number of available personnel for reading-related activities X percent of time available = full-time equivalent non-classroom support personnel.

SCHOOL LIBRARY ACTIVITY

The school library is an integral part of the students' reading environment. The library's current contribution to the reading program should be evaluated in terms of the Standards for School Media Projects set by the American Library Association and the National Education Association. These standards are contained in Appendix V. After completing the evaluation document provided in that Appendix, the UTF should determine whether the school library meets the standards set (enter +) or requires additional resources (enter –).

STAFF READING SPECIALISTS

Where reading specialist (with responsibility solely for reading) are a part of the school staff, their number should be indicated in the space provided in the Needs Assessment Summary. When regular classroom teachers are reading specialists as well, they should not be reported here; rather, they should be entered as teachers of reading in the section devoted to teachers of reading in the Needs Assessment Summary Chart.

OUTSIDE CONSULTANTS

Outside consultants can consist of reading specialists provided by the school district, speech or hearing specialists who serve other schools in the area, or university personnel brought in to assist in individual or school-wide reading concerns. The nature and extent of these outside services may be collected in the format shown below:

Name	Source	Services	Man-days available per month

Only the total man-days per month available from outside consultants should be entered on the Needs Assessment Summary.

OTHER NON-SCHOOL RESOURCES

Other non-school resources may include special motivational activities supplied by local industry, tutoring services provided by a civic organization, and so forth. Such resources, in addition to outside consultant resources discussed above, may be displayed for Unit Task Force use as suggested in Inventory II.

DOLLAR RESOURCES

The monetary resources available to a school reading program are often diverse, and may be earmarked for specific aspects of the school's reading program. Inventory III can be used to list and display the total-dollar and reading-dollar resources of the school.

For the purposes of the Needs Assessment Summary Chart, the relationship between dollars available to the reading program and the total school budget should be computed and displayed. In addition, the reading dollars per student should be related to the total per student cost for the school (See Inventory III for further instructions on these items).

IV. DECISION MAKING

In order to allocate or redirect resources for the purposes of developing a more effective reading program, it is necessary to identify the decision makers within the school. The locus of decision making may need to be changed to assure the flexibility necessary for effective change. In any case, it is helpful to know those persons or organizations involved in program-related decisions.

Inventory IV may be helpful in determining and displaying decision areas and those responsible for them. Wherever a "decision maker" is primarily responsible for a program decision, the Unit Task Force should indicate one of the following:

X = Most appropriate decision maker (in terms of experience and knowledge of the situation).

O = Inappropriate decision maker (in terms of experience and knowledge of the situation).

For the purposes of the Needs Assessment Summary Chart, the total number of "X's" and "O's" entered on Inventory IV should be recorded. Where a "O" has been entered, steps should be taken to reassign responsibility or to rethink the ways in which the reading program can be changed.

INVENTORY I. NON-CLASSROOM SCHOOL PERSONNEL

PERSONNEL	Number Available for Reading Related Activities	% Time Available for Such Activities	Equivalent Full-Time Personnel Available	Provide Diagnostic-Prescriptive Service	Teach Reading Skills	Tutor in Reading	Read To or With Students	Provide Reading Materials Guidance		
Principal										
Vice Principal										
Other Administrative Personnel (specify)										
Librarian										
School Nurse										
Vision, Hearing, or Speech Specialist										
Testing Personnel										
School/District Psychologist										

INVENTORY II. NON-SCHOOL PERSONNEL

PERSONNEL	Number Available for Reading Support Services	Man-Days Available per Month	Provide Tutoring Services	Provide Diagnostic-Prescriptive Services	Provide Technical Assistance	Provide Publicity; Media Coverage	Provide Motivational Activities	Provide In-Service Training	Provide Consultant Services	
Parents										
Parent Organizations										
Local College/University										
Local Business/Industry										
Labor Union										
Community Organization										
Civic Organization										
Model Cities Agency										
Adult Education Center										

INVENTORY III. DOLLAR RESOURCES

FUNDING SOURCE	Total Dollars Available	Total Amount Devoted Specifically to Reading	Total for Reading Personnel	Total for Reading Materials	Total for Contract Services	Total for Language Skills Activities (Excluding Reading)		
Local								
State								
Federal								

TOTAL AMOUNT AVAILABLE FOR READING / TOTAL SCHOOL DOLLARS AVAILABLE = ____

PER STUDENT COST FOR READING / TOTAL PER STUDENT COST = ____

INVENTORY IV. DECISION MAKERS AND THEIR DECISIONS

DECISION MAKER	Decision on Basic Classroom Approach to Reading	Selection of Texts and Materials	Allocation of Time to Reading	Selection of Objectives for Individual Students	Assignment of Teachers to Teach Reading Classes	Preparation of Curriculum Guide	Testing and Evaluation of Reading Program	Allocation of Money to Various Curriculum Areas		
Individual Teacher										
Reading Specialist										
Group of Teachers at School Level										
Group of Teachers at System Level										
Teacher's Union										
Teaching Supervisor										
Principal										
Parent Organization										
Individual Parent										
Superintendent										
School Board										
State Education Agency										

APPENDIX I. TEST EVALUATIONS

THE ANCHOR TEST STUDY

The Anchor Test Study has two objectives. First, it will provide the ability to translate a child's score on any one of the seven most widely used standardized reading tests into a score on any of the other tests. Tables for this purpose will be prepared for tests appropriate for fourth-grade, fifth-grade, and sixth-grade children. Second, the Study will provide new nationally representative norms for each of the seven tests.

The Anchor Test Study is being conducted by the Educational Testing Service (Western Office, Berkeley, California) under contract from the U. S. Office of Education.

The choice of upper primary grades for the Study was made because reading is so crucial early in the child's educational career. Also, available data on testing show that school systems throughout the nation administer reading tests most frequently in the upper elementary grades.

The seven standardized tests selected for the Study are those most widely used by school systems throughout the nation. Data on test usage collected by the U. S. Office of Education show that these seven tests are used with more than 90 percent of the fourth, fifth, and sixth-grade children tested by school systems. The test editions, forms, and levels to be used are listed on the following page.

TESTS FOR LOWER PRIMARY GRADES

The Center for the Study of Evaluation (UCLA Graduate School of Education) has evaluated elementary school tests available for all subjects and areas. The resulting publication, CSE Elementary School Test Evaluations will be available to Right to Read Centers within a short time.

TESTS INCLUDED IN ANCHOR TEST STUDY

TITLE/EDITION/FORM	PUBLISHER	SUBTESTS	LEVEL BEING USED FOR GRADE 4	5	6
California Achievement Tests (1970)—Reading, Forms A and B	CTB/ McGraw-Hill	Reading Vocabulary Reading Comprehension	Level 3	Level 3	Level 4
Comprehensive Tests of Basic Skills (1968), Forms Q and R	CTB/ McGraw-Hill	Reading Vocabulary Reading Comprehension	Level 2	Level 2	Level 3
Iowa Test of Basic Skills (1970), Forms 5 and 6	Houghton Mifflin	Vocabulary Reading Comprehension	Level 10	Level 11	Level 12
Metropolitan Reading Tests (1970), Forms F and G	Harcourt Brace Jovanovich	Word Analysis Reading	Elementary	Intermediate	Intermediate
Sequential Tests of Educational Progress, STEP Series 11 (1969), Forms A and B	Educational Testing Service	Reading	Level 4	Level 4	Level 4
SRA Achievement Series (1970), Forms E and F	Science Research Associates	Vocabulary Reading	Blue Edition	Blue Edition	Green Edition
Stanford Reading Tests (1964), Forms W and X	Harcourt Brace Jovanovich	Word Meaning Paragraph Meaning	Intermediate I	Intermediate II	Intermediate II

APPENDIX II: DEFINITION OF TERMS

ADAPTABILITY

Those factors that are important in determining the probable effectiveness of a program when it is duplicated in another school. Important considerations are the organization within the school, the availability of qualified personnel and/or training programs for personnel, startup costs associated with initial purchase of equipment, modification of facilities, or purchase of materials. Any unique component in the original program, such as a particularly brilliant or innovative teacher, a particular geographic factor or a series of locally developed materials in non-reproducible form, may reduce the adaptability (or replicability) of the program.

BASAL READERS

The materials in a basal series are carefully systematized, utilizing a series of books, workbooks, tests, and reading aids for each grade or reading level. These are carefully regulated methods. Vocabulary is controlled, and lesson plans and suggestions for supplemental activities are explained in the teacher's manual. Different basal series may stress different approaches to teaching reading. Some feature a "sight" or whole word approach to reading, others feature an intensive phonics program. Still others use the balanced or gradual phonics approach, while a fourth type emphasizes sound-symbol relationships in a linguistics approach.

BILINGUAL

A double-language instructional approach in which the learner, who typically has little command or understanding of formal/written English, is first given instruction in his native tongue and later in English. As the learner acquires subject matter competence in his native language (any subject may be taught bilingually), he is motivated through this competence plus a certain amount of spoken communication skills to attack familiar concepts when presented in English.

CODE EMPHASIS

Code emphasis has two sub-categories: synthetic (phonics) and analytic (whole word). Phonics and the whole word approach differ only in the sequence in which letter sounds and blends are introduced. In the phonics approach the child learns the individual letter sounds first and then combines them into words. In the whole word approach, words are introduced first and the child develops a sight vocabulary before letter sounds and blends are introduced.

CONTRACTS

A written agreement between teacher and student in which the student agrees to reach a certain level of reading skill for which the teacher promises to award a particular grade. The contract is written to cover very small tasks that can be accomplished in short time periods; this is to ensure that the student experiences success in a short period of time and receives the teacher's reactions to his attempts as he completes each task.

CROSS-AGE TEACHING

This technique uses older students to instruct younger students (2nd and 6th graders are often matched). Older students tutor the younger students in reading, teach and supervise the playing of instructional games, and otherwise assist the teacher for about one period a day. Research indicates this technique benefits both the older and younger students. This arrangement requires careful planning and scheduling to be effective.

DEMONSTRATION-PERFORMANCE

The demonstration-performance technique is used to impart skills through interaction between the teacher and one or more students. The teacher first demonstrates the activity or skill to be learned (such as the pronunciation of a letter) while the student(s) observes. The student then performs the activity while the teacher corrects or assists. Through a series of such interactions, the student acquires the skill which the teacher has demonstrated.

DISCUSSION GROUP

The discussion group is a modification of the lecture technique. Instead of imparting information directly to the students, the teacher "guides" the students by skillful use of questions to explore a subject and discover answers for themselves. Skillful use of this technique requires special training but no special equipment or materials.

ECLECTIC APPROACH

The eclectic approach combines different materials for teaching reading according to the teacher's perception of student needs. Whatever combination of materials is selected, the total approach is usually highly dependent on the use of basal readers. Workbooks and other supplementary materials accompany the basals. The eclectic method is the one most often recommended by teacher training institutions.

ENGLISH AS A SECOND LANGUAGE

By contrast with BILINGUAL INSTRUCTION, instruction is presented in English, regardless of the English-language competence of the learner. Word knowledge and sentence structure are developed by repetitive pattern drills with an initial emphasis upon considerable vocal expression by the learner.

FILM/FILMSTRIPS

Motion picture film reproduces the moving reality of the subject that has been photographed. As an instructional device, motion pictures are necessary wherever this reproduction of motion is required for understanding. Filmstrips are still pictures, linked together on a strip of film, and are adequate for instruction in most subject areas. In certain instances where prolonged study of individual pictures is required, the filmstrip is preferable to the film.

GAMING-SIMULATION

Gaming-simulation is a new technique which permits students to simulate the "real world" in the classroom. Students must acquire skills or gather information in order to play the game, and thereby learn both to collect and use information. For example, a class may have to learn mathematics and geography skills in order to "play" surveyor of the school neighborhood. This technique is a powerful motivational device.

INDIVIDUALIZED INSTRUCTION

Individualized instruction may be one of two possible classroom approaches to reading instruction: (1) Individual reading of a variety of reading materials is the core of the method; each child selects a book that he wishes to read and gets help only when he needs it. The teacher works with each child at regular intervals to check progress and give assistance. (2) A structured situation in which, although children work individually, they are given specific programmed materials to meet their needs. After mastering a skill, they are given additional practice or placed in a higher level material.

INTENSIVE INVOLVEMENT

Intensive involvement is a technique originally developed for foreign language instruction and which has since been broadened to include a wide variety of subject matter. The technique involves an extended field trip approach in which students are taken away from the school environment for as many as four to five days and given intensive instructional experiences for as long as 12 hours each day in the subject matter selected. This technique is highly motivational.

INTERACTIVE MEDIATED MATERIALS

Interactive mediated materials are a new application of techniques of programmed instruction and motion pictures, sound filmstrips, or instructional television all being used within a single lesson. After a certain amount of instruction has been provided, the student is required to respond in writing on a worksheet. The media then confirms the correct response and proceeds with the instruction. Appropriate hardware (television, motion picture, or filmstrip projector) is required.

LANGUAGE EXPERIENCE

A reading instructional approach which calls for the teacher(s) to build classroom activities upon the real language needs and language experiences of the students. According to supporters, "children learn to read as they learned to talk, from a desire to find out or tell something." For example, after children have gone on a field trip, they discuss their experiences. Their comments are then written up in booklets or on large sheets of paper on the classroom walls. These statements then become the "texts" for class reading instruction.

LECTURE

The lecture technique is one of the oldest methods of imparting information to others. In this technique, the teacher imparts information directly to students, usually in a total class situation. No special equipment or materials are required.

LINGUISTIC APPROACH

Reading as a language-related process is studied in relation to language by means of structural linguistics. Accurate information about spelling-sound relationships and about the structure of words is considered incidental rather than fundamental to learning to read. The first task for reading instruction should be to give pupils a conscious knowledge of the language patterns they have mastered at the unconscious operational level. Children are taught to read with main emphasis on larger patterns than words. The heart of the approach is moving, as needed, from larger to smaller wholes.

MACHINE-BASED INSTRUCTION

Any type of instruction dependent upon a machine which operates in an automatic or semi-automatic manner. The machines may include any machine operating on single card inputs; rear screen projection units with filmstrip, record, or cassette; or computer assisted instruction which requires computer terminals in the classroom backed by memory and processing systems. Applications range from simple drill and practice to direct and individualized instruction.

MEANING EMPHASIS

Meaning emphasis is an approach to reading instruction used most often in the basal reading series. The principles upon which this approach is based include: 1) the process of reading should be defined broadly to include as major goals, from the start, not only word recognition but also comprehension and interpretation, appreciation and application of what is read to the study of personal and social problems; and 2) the child should start with meaningful reading of whole words, sentences, and stories as closely geared to his own experiences and interests as possible. Silent reading should be stressed from the start.

MODIFIED ALPHABET (e.g., i.t.a.)

The modified alphabet approach is based on a "new" alphabet to be used by children when learning to read. The alphabet contains all of the conventional letters but Q and X, and additional characters are devised to make up the forty-four different sounds in English. These new characters resemble the traditional alphabet visually and each character stands for only one speech sound. Once children have learned to read with this modified alphabet, they switch to the traditional alphabet for all reading. The modified alphabet is not a reading method, but an aid to teachers no matter what other emphasis (code, meaning, etc.) they used in teaching reading.

OTHER-DIRECTED STAFF DEVELOPMENT

The instructional personnel for this staff development program are supplied by outside agencies or organizations. Publisher supplied consultants conduct, at no cost, workshops for districts which have purchased materials or systems for reading instruction. Outside consultants are hired by the school to perform either clinic or workshop instruction (see also School Directed Staff Development). College courses may be traditional on-campus classes or may include extension services which give credit to school projects or home study and thus reduce the requirements for campus attendance.

PROGRAMMED INSTRUCTION

Programmed instruction is based on individualized materials which are in soft cover form (that is, they can be books, workbooks, or mimeographed sheets). The material to be learned is presented in small steps. Some programmed materials use a linear technique, where material is arranged in a simple ordered sequence, with the student working from the first through the last item. Another method (called branching) allows the student to follow his own route through the material. At given points in the sequence, if he gets the correct answer he may skip a frame or, if he misses an item, he may be rerouted through a series of review frames.

READING SPECIALIST

For the purposes of Program Planning a "Reading Specialist" is a staff teacher with a specialized background in reading who is responsible for instruction only in reading or language arts. This teacher may handle several different groups of students, instructing each group for one period at a time. Class size may still be large, and teacher aides may not be available, but no additional subject matter responsibility is assigned to this specialized person. Non-staff reading specialists are considered outside consultants (see page N-16).

RESPONSIVE ENVIRONMENT

The responsive environment approach may be 1) a type of classroom organization where the teacher provides a variety of suitable experiences and materials in a relatively unstructured setting and the child has the freedom to select what he wishes to do; or 2) a teacherless computer-based reading environment in which the response is controlled by hardware. The basic concepts involved are self-pacing and self-seeking behavior in the students.

SCHOOL-DIRECTED STAFF DEVELOPMENT

Internally-directed staff development is operated by school or district personnel who may be project leaders, reading specialist, or central office consultants. In-class instruction is on-the-job, with the instructor critiquing the trainee's classroom performance in his usual environment. In-lab/clinic instruction is also on-the-job, but trainees (and students) work in small groups or on an individual basis with the instructor. Video taping is used to focus upon single teacher-trainee behaviors, where possible, and this technique is called micro teaching. Workshops bring teachers together for teaching demonstrations and discussions.

SINGLE TEACHER-MULTI SUBJECTS

The teacher of multiple subjects is responsible for a self-contained classroom and provides instruction in all or most of the subjects. The teacher, alternatively, may be responsible for reading, mathematics, and social studies, while other teachers handle art, physical education, etc. The single teacher may or may not have an extensive background in reading, but will be responsible for reading along with other subjects.

STAFF DEVELOPMENT--MATERIALS/SERVICES

Professional publications dealing with research on reading instruction, methods for teaching reading, and general educational media and methods can be the basis for regular scheduled discussion sessions of new approaches to reading and to education in general. USOE's ERIC System can be used as a complete resource library.

STARTUP COSTS

The one-time costs for purchase of capital equipment such as classroom furniture, video tape systems, computer terminals, purchase of portable buildings, installing carpeting or new ceilings, or purchase of complete sets of new instructional materials. If complete retraining of staff is necessary to adopt a new instructional method, this should be included as a startup cost.

TEACHERS OF READING

Any staff teachers who teach reading, whether they be single teacher-multi subjects, staff reading specialists, or subject matter teachers.

TEAM TEACHING

This technique uses a number of adults for instruction instead of one teacher in a self-contained classroom. Also known as "Differentiated Staffing," team teaching may include:

Master Teacher	–	Mainly responsible for planning and leadership, does some teaching.
Teachers	–	Mainly responsible for teaching, participate in planning.
Aides	–	Assist teachers in classroom, prepare materials, participate in planning.
Volunteers	–	Assist school staff, participate in planning.

TUTOR AIDE

A tutor aide serves as a paraprofessional staff member in assisting the reading teacher. The tutor aide provides one-to-one tutoring and/or assists with evaluation of materials and other classroom duties. A tutor aide must have some inservice training in reading instructional techniques.

TUTOR-SPECIALIST

An instructor who works on a one-to-one basis with a single student or with a small group–normally not exceeding five. A tutor-specialist typically has completed three courses in reading, is thoroughly familiar with the diagnostic-prescriptive approach, and has background knowledge on each student he tutors.

USE OF SUPPLEMENTARY MATERIALS

In addition to, or instead of, using a single required reading textbook, the teacher relies heavily on high interest or special population materials to stimulate the interest of the students in reading and gaining reading skills. Materials used range from trade books, a variety of high-interest library books, newspapers and magazines, audio-visual materials, and materials written for or about particular ethnic or racial groups.

APPENDIX III. A SCALE TO MEASURE ATTITUDES TOWARD READING

by
Thomas H. Estes*

(Reprinted from the Journal of Reading
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International Reading Association, Neward, Delaware.)

Aside from the question of whether pupils can read rests a question with an even more elusive answer: Will pupils read? Certainly, how students feel about reading is as important as whether they are able to read, for, as is true for most abilities, the value of reading ability lies in its use rather than its possession.

Fortunately, Books and the Teenage Reader, by G. Robert Carlsen (1967); Hooked on Books: Program and Proof, by Daniel Fader and Elton McNeil (1966); and Developing Attitudes Toward Learning, by Robert Mager (1969) have replaced the mystery of attitude change with specific suggestions.

A corollary problem has remained unsolved thus far, however. How does one measure change in attitude toward reading? At present, very little help is available to the teacher with this question. Concern over this state of affairs led to the preparation of the attitude scale which will be described herein. It is hoped that reading teachers will see the scale as useful in its present form, but will feel free to modify it to fit their needs. An aid in further development of the scale will soon be available (Estes, in preparation).

CONSTRUCTION OF THE SCALE

Of the several types of attitude scales which could have been designed, the "Likert" or "summate ratings" type was chosen because of its ease of use and generally high accuracy. Such a scale is composed of a list of statements to each of which the examinee is asked to respond on a one to five point scale varying from "I strongly agree" to "I strongly disagree." Each of the statements in this scale was worded in such a way as to call to mind the object "reading." A summation of values of each student's responses on the scale will yield a quantitative representation of his attitude toward reading. (Hence, the term "summated ratings scale."

The first step in the construction of the scale was to secure a pool of statements from which could be selected approximately thirty for a tryout scale. A group of 27 high school and elementary teachers in the Charlottesville, Virginia, area were asked to contribute to the initial item pool. Each teacher was given a description of the kind of scale to be constructed and was asked to contribute "statements the response toward which will reflect attitude toward the activity of reading." Criteria for attitude scale item formulation and selection, as outlined by Edwards (1957), were provided for the teachers and were utilized in the selection of items for the try-out scale.

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*Associate director of the McGuffey Reading Center, University of Virginia; the author thanks Dr. Anna L. Heatherly, at the University of Arkansas, and Mrs. Paige Counts, Title III Director in Fluvana County, Virginia, for helping collect and analyze data used in the development of this scale.

The tryout scale consisted of twenty-eight items. These were administered to a sample of 283 pupils in grades 3–12. Specifically, two classrooms of pupils at each grade level, 3 -12, were given the tryout scale. The classes were purposely chosen for their heterogeneous nature. It was desirable to include as wide a variety of attitudes toward reading as possible in order that the scale items have a chance to demonstrate the quality of separating pupils with positive attitudes from those with negative attitudes toward reading. (A crucial question to be asked in the analysis of the scale is that of whether each item tended to be answered positively by those pupils with positive attitudes and negatively by those with negative attitudes.) Earlier research has suggested that one way to insure representation of a wide variety of attitudes is to sample a wide variety of ability levels (Estes, 1969).

ANALYSIS OF THE DATA

Following the tryout administration, the resulting data were analyzed in a two-stage procedure. First, an estimate of the scale's general performance was secured through computation of the mean, standard deviation, and reliability data. Second, an individual analysis of each item was made in terms of its ability to separate a group of people on the basis of attitude toward reading.

Each pupil could rank each of the twenty-eigh ems on a one to five scale, five being most positive and one most negative. Hence, the theoretically p ble range of scores was 28 to 140. The actual range of scores obtained was 55 to 138. The mean of the 280 scores was 102.

One question which arose was whether the scale was performing differently for younger pupils, grades 3–6, as compared to more advanced pupils.

Source of Data	Range	X	s. d.	rel.
Grades 3–6	57–138	106*	16.4	.92
Grades 7–12	55–127	98*	17.1	.96
Total Group	55–138	102	17.1	.94

*t = 4.06, <.001

Table 1 Ranges, means, standard deviations, and reliabilities, for grades 3–6, grades 7–12, and the total group, with accompanying t–test.

The wide standard deviation on this administration of the scale suggests that a wide variety of attitudes toward reading was represented in the sample and that, considering the rather high discriminatory power of the items, the scale will be sensitive to a variety of attitude types in furture administrations.

The reliability data for the scale was computed by the split-half method. The substantial reliability values obtained suggest that in its tryout form, the scale was performing with good consistency–repeated administrations would likely obtain similar results.

The second stage of data analysis was the item discrimination analysis. This was done by the procedure of analyzing each item for its discrimination of high scorers from low scorers on the scale. The items retained were those on which pupils with a positive attitude are likely to respond with a high scoring response and on which those pupils with a negative attitude are likely to respond with a low scoring response. In other words, the items retained were those on which a pupil's total score is likely to be high if he has a positive attitude but low if he has a negative attitude toward reading.

ADMINISTRATION AND SCORING

The following directions will be helpful to those who wish to use the scale in its present form.

1. Reproduce the scale and draw up a separate answer sheet that carries five multiple choice spaces (A-E) for each of twenty items.
2. Students should be assured that the manner in which they respond to the scale will not possibility affect their grade or standing in the course.
3. Notice that some items are positive statements and some are negative. Responses to these items will differ in value. (To "agree" to a positive statement is to reflect a positive attitude, whereas to "agree" to a negative statement is to reflect a negative attitude.) The following table should therefore be referred to in scoring.
4. With practice, the scorer can mark the negative items just prior to scoring and assign the proper value to each item at a glance.
5. The student's total score is a quantitative reflection of his attitude toward reading.
6. By administering the scale on a pre and post (October and May) basis, the teacher can note changes in attitude toward reading by subtracting the early score from the later one.

Items		Response Values A	B	C	D	E
The negative items	Nos. 1, 3, 4, 6, 8, 9, 11, 12, 13, 16, 17, 20	1	2	3	4	5
The positive items	Nos. 2, 5, 7, 10, 14, 15, 18, 19	5	4	3	2	1

Table 2 Response values to assign to each possible response to each item.

SUMMARY

A scale to measure attitudes toward reading has been described from its inception to its present hopefully useful form. Directions for use of the scale have been delineated. The scale will allow teachers of reading to measure objectively how pupils in their schools and classes feel about reading, allowing a view of the pupil not presently permitted by testing programs.

ATTITUDE SCALE

A = strongly agree
B = agree
C = undecided
D = disagree
E = strongly disagree

1. Reading is for learning but not for enjoyment.
2. Money spent on books is well-spent.
3. There is nothing to be gained from reading books.
4. Books are a bore.
5. Reading is a good way to spend spare time.
6. Sharing books in class is a waste of time.
7. Reading turns me on.
8. Reading is only for grade grubbers.
9. Books aren't usually good enough to finish.
10. Reading is rewarding to me.
11. Reading becomes boring after about an hour.
12. Most books are too long and dull.
13. Free reading doesn't teach anything.
14. There should be more time for free reading during the school day.
15. There are many books which I hope to read.
16. Books should not be read except for class requirements.
17. Reading is something I can do without.
18. A certain amount of summer vacation should be set aside for reading.
19. Books make good presents.
20. Reading is dull.

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Mager, R. F. Developing Attitudes Toward Learning. Palo Alto, California: Fearon Press, 1969.

APPENDIX IV. BASIC APPROACHES: CHARACTERISTIC MATERIALS

According to The Information Base for Reading (Corder, ETS, 1971), at least 10,000 materials designed to teach reading are presently available to schools. However, P. Kenneth Komeski, President of the Educational Products Information Exchange Institute, points out that less than 10 percent of the educational materials on the market today have been field tested and even a smaller percentage (about one percent) have been subjected to learner verification tests. A study presently under way by the American Institute for Research will result in a listing of many of these educational products and an indication of the extent to which they have been validated.

The materials listed below have been selected because they are widely used, characteristic of the category into which they fit, and are dealt with specifically by Corder, Chall (Learning to Read) or Aukerman (Approaches to Beginning Reading). Inclusion can in no way be interpreted as endorsement of the product nor as an indication that the product has been verified as effective in use.

MEANING EMPHASIS

___ Ginn Basic Readers

___ The New Basic Reading Program (Scott, Foresman)

___ Bank Street Readers (Macmillan)

___ The Chandler Reading Program (Nobles & Noble)

CODE EMPHASIS

___ Breaking the Sound Barrier (Macmillan)

___ Hay-Wingo Reading with Phonics (Lippincott)

___ The Writing Road to Reading (Wm. Morrow & Co.)

___ Lippencott Basic Reading Program

___ Speech-to-Print Phonics (Harcourt Brace Javanovich)

___ Functional Phonetics (Benefic Press)

___ Phonetic Keys to Reading (Economy Company Schoolbook Publishers)

___ Phonovisual Method (Phonovisual Products)

___ The Carden Method (Mac Carden, Inc.)

___ The Royal Road Readers (Chatto & Windus, London)

___ The Sound Way to Easy Reading (Brenner-Davis Phonics, Inc.)

___ Landon Phonics Program (Chandler Publishing Co.)

Time for Phonics (McGraw-Hill)

Phonics is Fun (Modern Curriculum Press)

Phonics Workbook (Modern Curriculum Press)

efi Patterns in Phonics (Electronic Futures)

Alpha One: Breaking the Code (New Dimensions in Education, Inc.)

Building Reading Skills (McCormick-Mathers)

Sullivan Decoding Kit (Behavioral Research Labs)

Individualized Phonics (Collier-Macmillan Services)

Phonics We Use (Lyons & Carnahan)

LINGUISTICS

Let's Read: A Linguistic Approach (Clarence L. Barnhart, Inc.)

Basic Reading (Lippincott)

Merrill Linguistic Readers (Chas. E. Merrill)

SRA Basic Reading Series (SRA)

The Michigan Language Program (L. R. I.)

Sounds and Letters (Linguistica)

A Basic Reading Series Developed Upon Linguistic Principles (Fries Publications)

The Structural Reading Series (L. W. Singer Co.)

First Steps in Reading English (Simon & Schuster)

The Linguistic Readers (Harper & Row)

Miami Linguistic Readers (D. C. Heath)

MODIFIED ALPHABET

i/t/a (Initial Teaching Alphabet Publications)

The Laubach Method (New Readers Press)

Psycholinguistic Color System (Learning Systems Press)

UNIFON Reading Program (Western Publishing Educational Services)

Words in Color (Schools for the Future)

Peabody Rebus Reading Program (American Guidance Service)

____ Fonetic English Spelling (Fonetic English Spelling Association)

RESPONSIVE ENVIRONMENT

____ British Infant School Model

____ Responsive Environments (Responsive Environments Foundation, Inc.) – includes Talking Typewriter.

PROGRAMMED INSTRUCTION

____ Wisconsin Design for Reading Skill Development (Otto & Askov)

____ Programmed Reading Series (McGraw-Hill) – Uses a linguistic approach

____ LIFT-OFF to READING (Science Research Associates) – Uses linguistics approach

INDIVIDUALIZED INSTRUCTION

Individualized Reading Instruction is not a commercially pre-packaged kit of materials nor a series of books. It is a concept and a way of learning. It provides for the utilization of a wide variety of reading materials presently available to meet the individual needs of children. Thus, almost any materials can be adapted to individualized instruction. The two products listed below were specifically intended for this purpose.

____ SRA Reading Labs (S. R. A.)

____ Scholastic Series

LANGUAGE EXPERIENCE

____ Language Experience in Reading (Encyclopedia Britannica Educational Corporation)

____ Experience Charts made by Teachers/Class

ECLECTIC OR TEACHER'S OWN

____ Combination of several approaches listed above.

____ Approach developed by teacher or local school/district staff.

APPENDIX V. LIBRARY OR MEDIA CENTER - STAFF FACILITIES, MATERIALS, EQUIPMENT, EXPENDITURES

The Standards for School Media Programs,[1] authored jointly by the American Association of School Librarians and Department of Audiovisual Instruction of the National Education Association (now the Association for Educational Communication and Technology), should be used as reference in completing this assessment of your library media program.
Definitions[2] and full information on recommendations from this publication will not be repeated here, but this tool should be referred to for purposes of common understanding and philosophy.

The process of education is essentially creative. The resources and services of the media center are a fundamental part of this educational process. One important aspect is that of enabling students and teachers to make a multimedia or intermedia approach to and use of materials in a unified media program. The media program is indispensable in the educational programs that now stress individualization, inquiry, and independent learning for students. The educational experiences which will be most helpful must be identified, and the most effective tools and materials located. The pupil will not only need to learn skills of reading, but those of observation, listening and social interaction. He will need to develop a spirit of inquiry, self-motivation, self-discipline, and self-evaluation. He will need to master knowledge and to develop skills. Ultimately he must communicate his ideas with his fellows.

In this entire process the media program, its staff, and its center play vital roles. Media convey information, affect the message, control what is learned, and establish the learning environment. They will help to determine what the pupil sees and what his attitude will be toward the world in which he lives. Therefore, it is important that every media specialist participate actively in shaping the learning environment and the design of instruction, and that every media facility, piece of equipment, book, or material be selected, produced, and used so that the students in our schools are challenged to a dynamic participation in a free, exciting, and enriched life. This fusion of media resources and services provides optimum service for stu- students and teachers. Many schools now have unified media programs. For those others that have separate audiovisual departments and school libraries, it is recommended that, wherever possible, these services be combined, administratively and organizationally, to form a unified media program. New schools should start with a unified media center and program of services.[3]

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[1] Standards for School Media Programs, prepared by the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association. Chicago, American Library Association, and Washington, D. C. , National Education Association, 1969.

[2] op. cit. , p. xv.

[3] op. cit. , pp. 1-3.

STAFF

Recommended: One full time media specialist for every 250 students. One media technician and one media aide for each professional media specialist in schools of 2000 or fewer students.

	1971-72 Number	Projected Number
Professional Library Media Specialist	_____	_____
Supportive (clerks, aides, technicians)	_____	_____

FACILITIES

Recommended: A unified, centralized program of audiovisual and printed services in the individual school. Seating for at least 50 students. In larger schools, seating for 15% of student enrollment: approximately a third of this percent should be individual study areas equipped with power. Pages 39-44, Standards for School Media Programs.

		Yes	No
1.	Does your program have the services of a library media center?	_____	_____
2.	If not, do projected plans include such a facility?	_____	_____
3.	Is a portion of the individual study space equipped with electrical power?	_____	_____
4.	Is equipment for immediate use by teachers and students in the media center?	_____	_____
5.	Is the center open to all students?	_____	_____

MATERIALS

Recommended: Provision of materials of good quality in the school; optimum use of the materials by teachers, students, and the staff of the media center; and the functional and efficient organization of materials.

Resources for schools with enrollment of 250 or over:	Collection per Pupil 1971-72	1972-73	1973-74
Books – at least 10,000 titles	_____	_____	_____
Filmstrips - 500 - 1,000 titles	_____	_____	_____
8mm films – 500 titles	_____	_____	_____
Magazines: Elementary – 40–50 titles	_____	_____	_____
Junior High – 100–125 titles	_____	_____	_____
Senior High – 125-175 titles	_____	_____	_____
Tapes and disc recordings – 1,000–2,000 titles	_____	_____	_____
Newspapers – 3–10 titles	_____	_____	_____
Other – (Give figures for other media such as globes, microfilm, etc.)	_____	_____	_____

SELECTION: Pages 20-22, Standards for School Media Programs	YES	NO
6. Is there a written, approved statement of selection policy?	___	___
7. Are teaching strategies, curriculum, interests and abilities of students, and teacher requests considered in selection?	___	___
8. Is evaluation continuous by professional media staff?	___	___
ACCESSIBILITY: Pages 22-25, Standards for School Media Programs		
9. Are all materials available to teachers and students on an individual basis as needed?	___	___
10. Is the media center open at all times during the day?	___	___
11. Are extended hours planned?	___	___
12. Are all students permitted to use all materials?	___	___
13. Are quantities of materials circulated freely for classroom use?	___	___
14. Is loan and circulation of materials for home use encouraged?	___	___
15. Is equipment loaned if needed for using materials?	___	___
ORGANIZATION: Page 26, Standards for School Media Programs		
16. Is a classification system used?	___	___
17. Do all students receive instruction in use of the library media center?	___	___

EQUIPMENT

Recommended: Additional equipment needed to meet the multimedia approach which good teaching and effective learning require from the media center. Pages 44-49, Standards for School Media Programs.

	Building Center		
	1971-72	1972-73	1973-74
16mm sound projector	___	___	___
8mm projector	___	___	___
Microfilm reader	___	___	___
Tape recorder	___	___	___
Record player	___	___	___
Slide camera	___	___	___
Slide projector	___	___	___
Filmstrip projector	___	___	___
Other	___	___	___

EXPENDITURES

To maintain an up-to-date collection of materials in the media center not less than 6 percent of the national average for per pupil operational cost (based on average daily attendance) should be spent per year per student. Pages 35-36, Standards for School Media Programs.

	Per Pupil Expenditure 1971 - 1972
Library media	
Print	
Nonprint	

	YES	NO
Do your projected plans include increased support?	____	____
Can you estimate the proposed financial increase for the next school year?	____	____

COMMENTS

Note any innovation in your school which further indicates the role of the library media center in the reading program and diverse learning.

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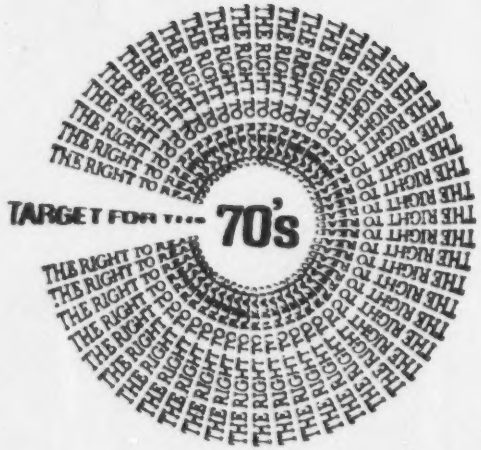

THE RIGHT TO READ

U.S. OFFICE OF EDUCATION, WASHINGTON D.C.

PROGRAM PLANNING PROCEDURE

1 RIGHT TO READ CENTER DATA

(A) NAME OF SCHOOL _____

(B) GRADE/ SECTION [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

(C) ENROLLMENT BY GRADE _____

(D) INNER CITY [ ] SUBURBAN [ ] RURAL [ ]

(E) ETHNIC BALANCE/PERCENTAGE:

ASIAN _____ BLACK _____

MEXICAN AMERICAN _____ NATIVE AMERICAN _____

PUERTO RICAN _____ WHITE _____

OTHER _____

(F) % ON A.F.D.C. _____

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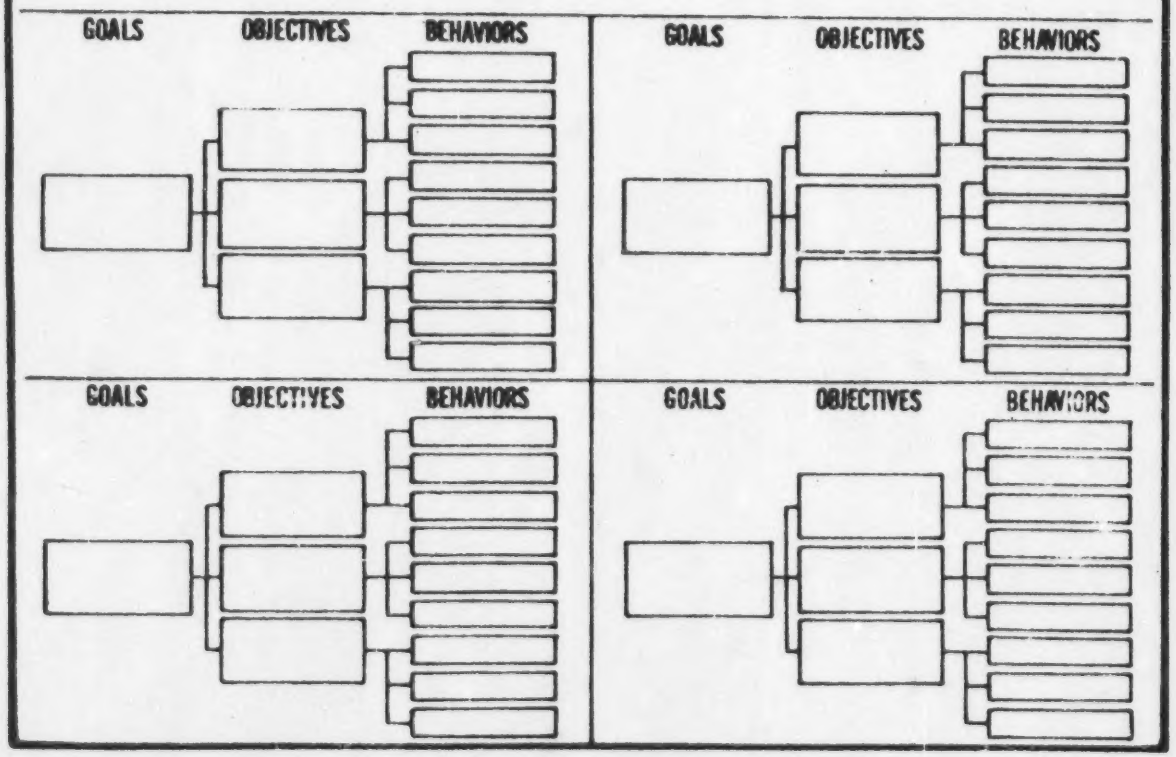
2 NEEDS ASSESSMENT SUMMARY

PROGRAM COMPONENT	GRADE/SECTION	RANKED PRIORITY
I STUDENT PERFORMANCE	CLASS AVERAGE DEPARTURE FROM SELECTED NORMS	
READING COMPREHENSION		
WORD RECOGNITION		
VERBAL EXPRESSION (WRITTEN/ORAL)		
INTEREST & ATTITUDE		
MATHEMATICS		
II READING PROGRAM	SEE NEEDS ASSESSMENT PACKAGE (NAP) FOR INTERPRETATION OF CODES	
PHILOSOPHY OF INSTRUCTION		
TEACHER SPECIALIZATION		
CURRICULUM PROCESS		
SPECIAL SERVICES		
MAIN APPROACH		
INSTRUCTIONAL TECHNIQUES		
STUDENT GROUPING		
EVALUATION		
EXISTING PROGRAM STRENGTH		
III RESOURCES	USE NAP FOR TEACHER SKILLS CODES	
AVAILABILITY & SKILLS OF TEACHERS OF READING		
AVAILABILITY & SKILLS OF ADDITIONAL PERSONNEL		
NON-CLASSROOM PERSONNEL AVAILABLE FOR READING SUPPORT	NO. AVAILABLE X = TIME AVAILABLE = EQUIVALENT NUMBER	
SCHOOL LIBRARY ACTIVITY	INADEQUATE RESOURCES / ACCEPTABLE IN PRESENT PROGRAM	
STAFF READING SPECIALISTS	NUMBER AVAILABLE TO SCHOOL TIME AVAILABLE TO SCHOOL	
OUTSIDE CONSULTANTS	MAN HOURS/WEEK AVAILABLE TO SCHOOL SPECIAL SKILLS	
OTHER MAIN SCHOOL RESOURCES	MAN HOURS/WEEK AVAILABLE TO SCHOOL SPECIAL SKILLS	
DOLLAR RESOURCES	SCHOOL / PER STUDENT $ AVAILABLE FOR READING TOTAL $ AVAILABLE	
IV DECISION MAKING	U = DECISION MADE BY INAPPROPRIATE PERSON A = DECISION MADE BY APPROPRIATE PERSON	

3 Program Objectives



3a OBJECTIVES ARRAY

CATEGORY 1 CRITICAL	CATEGORY 2 IMPORTANT	CATEGORY 3 DESIRABLE

4 PROGRAM MODEL REVIEW

PLACE A CHECK (✓) IN THE PROGRAM COMPONENTS THAT ARE MOST SUITABLE TO YOUR NEEDS

MODEL PROGRAM / PROGRAM COMPONENT	CLASS ORGANIZATION AND SCHEDULE	DIAGNOSIS PRESCRIPTION METHODS	INSTRUCTIONAL APPROACH	STUDENT MOTIVATION	PARENT/COMMUNITY INVOLVEMENT	PERSONNEL REQUIREMENTS	STAFF DEVELOPMENT	MATERIALS	INSTRUCTIONAL EQUIPMENT	FACILITIES	EVALUATION	START-UP COST	PER PUPIL OPERATING COST						
HIGHER HORIZONS 100																			
JUAN MOREL CAMPOS BILINGUAL CENTER																			
PROJECT CONQUEST																			
PROJECT 3																			
EL PASO REMEDIAL READING LABORATORIES																			
LOCAL PROGRAM																			
LOCAL PROGRAM																			
LOCAL PROGRAM																			
OTHER PROGRAM																			

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5

DIAGNOSIS — PRESCRIPTION — EVALUATION

EVALUATOR _____

THIS STEP BEGINS THE DESIGN OF THE NEW RIGHT TO READ PROGRAM

LEARNING OBJECTIVES		DIAGNOSIS		PRESCRIPTION		EVALUATION		TESTING SCHEDULE	
		TEST AVAILABLE	TEST MUST BE DEVELOPED RESPONSIBILITY	MATERIALS AVAILABLE	MATERIALS MUST BE ACQUIRED/DEVELOPED RESPONSIBILITY	TEST AVAILABLE	TEST MUST BE DEVELOPED RESPONSIBILITY	PRE	POST
CATEGORY 1 Critical									
CATEGORY 2 Important									
CATEGORY 3 Desirable									

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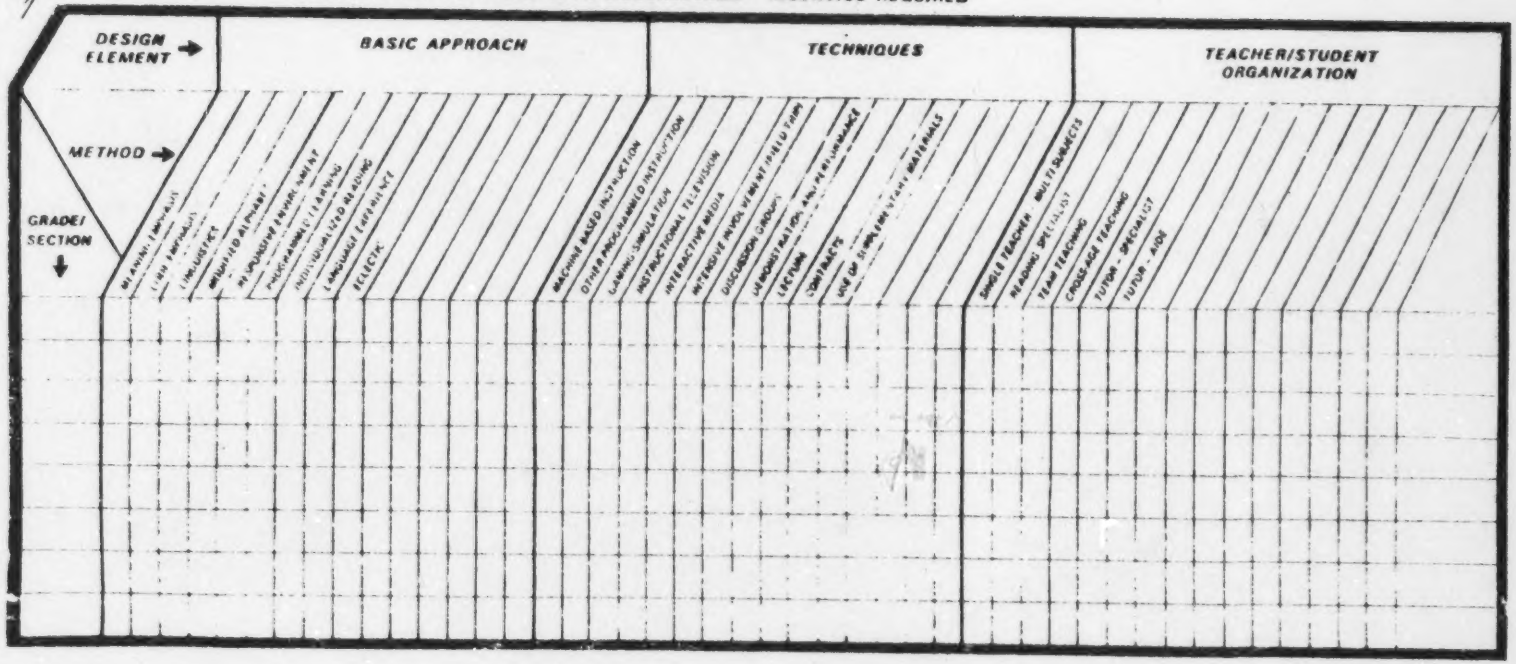
6 INSTRUCTIONAL APPROACH

FOR EACH GRADE LEVEL ENTER THE FOLLOWING CODE:
LG - LARGE GROUP SG - SMALL GROUP I/I - INDIVIDUAL INSTRUCTION
Q MEANS STAFF QUALIFIED TO WORK WITH MODE/METHOD - NO INSERVICE REQUIRED
U MEANS STAFF IS UNQUALIFIED TO WORK WITH MODE/METHOD - INSERVICE REQUIRED



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7

TEACHER ASSIGNMENTS

AND PROGRAM ORGANIZATION

GRADE/ SECTION	INSTRUCTIONAL WEEK LIST ACTIVITIES & ESTIMATED TIME PER WEEK	PERSONNEL REQUIRED						STUDENT/TEACHER RATIOS	
		SINGLE TEACHERS MULTI-SUBJECT	READING SPECIALIST	SUBJECT MATTER TEACHERS	TUTOR AIDES			REGULAR CLASSROOM	SPECIAL CLASSROOM LABORATORY AND CLINIC
	STAFF DEVELOPMENT OR SPECIAL PREPARATION ____ HOURS PER WEEK								

8 PERSONNEL

ENTER ACTUAL NUMBERS OF PROGRAM STAFF, BUT ENTER ONLY ADDITIONAL COSTS CHARGED TO R, R PROGRAM

_____	PROJECT COORDINATOR	____ @ ____	☐	_____	READING DIAGNOSTICIANS	____ @ ____	☐
_____	READING SPECIALISTS	____ @ ____	☐	_____	PSYCHOLOGISTS	____ @ ____	☐
_____	SINGLE-TEACHER MULTI-SUBJECT	____ @ ____	☐	_____	GUIDANCE COUNSELORS	____ @ ____	☐
_____	SUBJECT MATTER TEACHERS	____ @ ____	☐	_____	CLERK-TYPISTS	____ @ ____	☐
_____	TEACHER AIDES	____ @ ____	☐	_____	READING CONSULTANTS	____ @ ____	☐
_____	LIBRARIANS	____ @ ____	☐				

OTHER PERSONNEL

_____	_____	@ ____	☐
_____	_____	@ ____	☐

FIXED COSTS

_____	TOTAL CERTIFICATED SALARY	X ____ %	☐
_____	TOTAL CLASSIFIED SALARY	X ____ %	☐
_____	_____	X ____ %	☐

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9 STAFF DEVELOPMENT

PERSONNEL		FOR EACH PERSONNEL CATEGORY ENTER NO. HOURS/YEAR AND COST PER HOUR — BRING TOTALS TO RIGHT												
		SCHOOL - DIRECTED					OTHER - DIRECTED				MATERIALS/SERVICES			TOTAL COST
CATEGORY	NUMBER	IN CLASS INSTRUCT.	IN LAB CLINIC INSTRUCT.	PERIODIC WORKSHOP			PUBLISHER SUPPLIED	CONSULTANT IN SCHOOL	COLLEGE/ UNIV CLASSES		PROF ORG	PROFESS-IONAL LIBRARY		
READING SPECIALISTS														
SINGLE TEACHERS MULTI-SUBJECT														
SUBJECT MATTER TEACHERS														
TEACHER AIDES														
OTHER SCHOOL PERSONNEL														
NON-SCHOOL PERSONNEL														

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10 MATERIALS & SERVICES

ITEM	NUMBER REQUIRED	PRESENTLY LOCATED IN _____ SCHOOL	NO. AVAIL	AVAILABLE FROM DISTRICT, OTHER SOURCE	NO AVAIL	COST TO R & R PROGRAM IF PURCHASED
BASAL TEXTS						
PROGRAMMED TEXTS						
WORKBOOKS/WORKSHEETS						
MULTI-MEDIA KITS						
SUPPLEMENTARY (MAGAZINES, TRADE BOOKS, ETC.)						
GAMES/SIMULATIONS						
TEACHER PREPARED MATERIALS						
STUDENT PREPARED MATERIALS						
BILINGUAL/ESL MATERIALS						
LIBRARY MATERIALS						
FILMS/FILMSTRIPS						
MACHINES (INSTRUCTIONAL)						
MOVIE PROJECTOR						
FILMSTRIP PROJECTOR						
TAPE RECORDER/PLAYER						
COMPUTER TERMINAL						
PARENT/COMMUNITY EXPENSES						
FIELD TRIPS						
TRANSPORTATION						
FOOD						
LODGING						
TICKETS, OTHER						
OTHER MATERIALS AND SUPPLIES						
FACILITIES/IMPROVEMENTS						
CLASSROOMS						
LAB/CLINIC ROOMS						
OFFICES						
CLASSROOM FURNITURE						
OFFICE FURNITURE						
OTHER						